

## Cooperating Teacher Student Teacher Eval Form

<b>Student Teacher:</b>	Ashley Nagel
<b>Date:</b>	2015-11-23
<b>Student Teacher's Email Address:</b>	aenagel1@umary.edu
<b>Teaching Major:</b>	Elementary Education
<b>Cooperating Teacher:</b>	Neva Weninger
<b>Cooperating School:</b>	Shiloh Christian School
<b>Cooperating Teacher's Email Address:</b>	weningern@shilohchristian.org
<b>University Supervisor's Email Address:</b>	rcklemisch@umary.edu
<b>Evaluation:</b>	Midterm Evaluation
<b>KNOWLEDGE: Selects, constructs, and uses various developmentally appropriate learner assessments, including learner self-assessments, and understands the characteristics and limitations of learner assessments.</b>	Proficient
<b>PERFORMANCE: Uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</b>	Proficient
<b>DISPOSITION: Committed to using learner assessments to ensure learner growth.</b>	Proficient
<b>Suggestions for improvement:</b>	Continue to use the Shiloh staff as resources to explore a variety of learner assessments.
<b>KNOWLEDGE: Employs effective classroom management strategies to create environments that support individual and collaborative learning.</b>	Proficient
<b>PERFORMANCE: Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.</b>	Proficient
<b>DISPOSITION: Takes responsibility for creating environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</b>	Proficient
<b>Suggestions for improvement:</b>	Ashley does a great job and uses a variety of techniques to create an appropriate learning environment.
<b>KNOWLEDGE: Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</b>	Proficient
<b>PERFORMANCE: Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</b>	Proficient

<b>DISPOSITION:</b> Is committed to reflection as an integral component of the professional development process and continually evaluates his/her practice.	Proficient
<b>KNOWLEDGE:</b> Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Proficient
<b>PERFORMANCE:</b> Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Proficient
<b>DISPOSITION:</b> Demonstrates enthusiasm for the discipline he/she teaches and engages in professional discourse with colleagues on how to improve his/her content knowledge and teaching skills.	Proficient
<b>KNOWLEDGE:</b> Understands how to support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Proficient
<b>PERFORMANCE:</b> Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Proficient
<b>DISPOSITION:</b> Eagerly supports every student in meeting rigorous learning goals and values the use of a variety of instructional strategies, including technological, to improve student learning.	Proficient
<b>KNOWLEDGE:</b> Understands individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	Proficient
<b>PERFORMANCE:</b> Designs effective age-appropriate lessons that take into account individual differences in order to ensure culturally relevant and inclusive environments that allow each learner to meet high standards.	Proficient
<b>DISPOSITION:</b> Believes all children can learn and respects students as individuals regardless of students' backgrounds, skills, talents or interests.	Proficient
<b>Suggestions for improvement:</b>	When preparing to teach, take the time to research characteristics and attributes of the age group.
<b>KNOWLEDGE:</b> Demonstrates effective verbal, nonverbal, and technological communication skills.	Proficient
<b>PERFORMANCE:</b> Models effective communication skills in conveying information to students and when communicating with school colleagues.	Proficient

<b>DISPOSITION:</b> Recognizes effective communication as a tool for fostering student learning and developing strong professional relationships with school colleagues.	Proficient
<b>Suggestions for improvement:</b>	Ashley has strong communication skills and a great sense of humor!
<b>KNOWLEDGE:</b> Understands how to develop effective lesson plans and how to design developmentally appropriate and challenging learning experiences.	Proficient
<b>PERFORMANCE:</b> Implements effective lesson plans that engage learners in developmentally appropriate and challenging learning experiences.	Proficient
<b>DISPOSITION:</b> Values instructional planning as an important professional skill and believes lesson plans must be open to adjustment based on students' needs.	Proficient
<b>Suggestions for improvement:</b>	Ashley spends an adequate amount of time in preparation for instruction.
<b>KNOWLEDGE:</b> Understands the importance of collaborating with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.	Proficient
<b>PERFORMANCE:</b> Collaborates with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.	Proficient
<b>DISPOSITION:</b> Takes responsibility for learner growth and advancement of the profession.	Proficient
<b>Suggestions for improvement:</b>	Ashley uses her time wisely by seeking advice from other teachers during lunch supervision and break. She reads the Instructor magazine and uses on line resources to find better practices to incorporate in her instruction.
<b>KNOWLEDGE:</b> Understands the importance of evaluating his/her practice and adapting practice to meet the needs of each learner.	Proficient
<b>PERFORMANCE:</b> Seeks opportunities to evaluate his/her practice and adapts practice to meet the needs of each learner.	Proficient
<b>DISPOSITION:</b> Recognizes the importance of evaluating his/her practice and adapts practice to meet the needs of each learner.	Proficient
<b>Suggestions for improvement:</b>	Ashley takes time after every lesson she teaches to evaluate her instruction, student understanding and the appropriateness of independent work. She is wise to cultivate this habit.
<b>Overall General Comments (please reflect on your preservice teacher's professional skills, pedagogical content knowledge, and his/her ability to take responsibility of student learning):</b>	Ashley is a pleasure to work with. She is open to suggestions, asks questions, and is eager to learn. She works diligently preparing for instruction, has a positive attitude when working with students, and is very effective with her classroom management skills.